DOCUMENT RESUME

ED 290 108 CG 020 472

TITLE	Coping with Drop-Out: A Handbook.
INSTITUTION	United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
PUB DATE	87
NOTE	43p.
AVAILABLE FROM	UNIPUB, 4611-F, Assembly Drive, Lanham, MD 20706-4391.
PUB TYPE	Reports - General (140)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Cross Cultural Studies; Dropout Characteristics; *Dropout Rate; *Dropout Research; Elementary Secondary Education; Foreign Countries; *Grade Repetition; *Underachievement
IDENTIFIERS	*Asia; India; Nepal; Pakistan; Philippines; Sri Lanka; Thailand; Vietnam

ABSTRACT

This handbook synthesizes results of workshops organized by seven countries (India, Pakistan, Philippines, Nepal, Sri Lanka, Thailand, and Vietnam) on the dropout and underachievement problem. The objectives of these workshops were to: (1) design training strategies for reducing rates of dropping out and grade repetition; (2) develop plans and prepare instructional materials for inservice education of teachers, focusing on the reduction of grade repetition and dropout rates; (3) develop commitment and competencies in teachers which contribute to positive parental attitudes and child learning; and (4) orient policymakers and high-level administrators who would provide administrative and professional support to teachers. A general picture of the dropout and underachievement problem in the region is presented, and the sociological, cultural, and geographical contexts in which the dropout and grade repetition problems exist are described. The in which the dropout and grade repetition problems exist. The handbook focuses on teacher and school-related factors which can be controlled, discussing skills and competencies which need to be developed. The last part of the handbook lists and describes inservice training strategies. A bibliography is included. (ABL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED290108

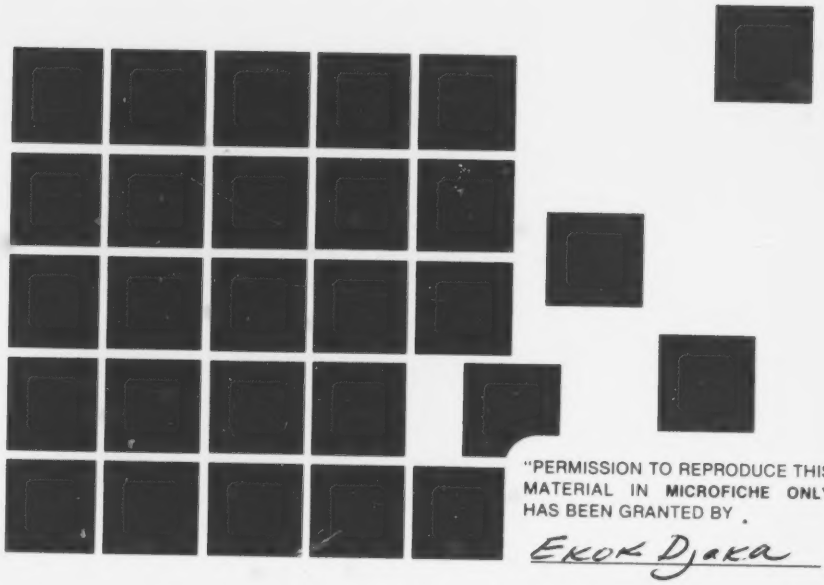
Asia and the Pacific Programme of Educational Innovation for Development

[redacted]

COPING WITH DROP-OUT:

a handbook

CG 020472



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Ekok Djaka

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

UNESCO REGIONAL OFFICE FOR EDUCATION IN ASIA AND THE PACIFIC, BANGKOK, 1987

Unesco. Regional Office for Education in Asia and the Pacific.
Coping with drop-out: a handbook. Bangkok, 1987.
34 p. (Asia and the Pacific Programme of Educational Innovation for Development)

1. EDUCATIONAL WASTAGE - ASIA/PACIFIC. 2. DROP-OUT PROBLEM - ASIA/PACIFIC. 3. IN-SERVICE TEACHER EDUCATION - INSTRUCTIONAL MATERIALS - ASIA/PACIFIC. I. Title. II. Series.

371.291 3

Asia and the Pacific Programme of Educational Innovation for Development APEID

COPING WITH DROP-OUT:

a handbook

UNESCO REGIONAL OFFICE FOR EDUCATION IN ASIA AND THE PACIFIC, BANGKOK, 1987

© Unesco 1987

Published by the
Unesco Regional Office for Education in Asia and the Pacific
P.O. Box 1425, General Post Office
Bangkok 10500, Thailand

Printed in Thailand

The designations employed and the presentation of material throughout the publication do not imply the expression of any opinion whatsoever on the part of Unesco concerning the legal status of any country, territory, city or area or of its authorities, or concerning its frontiers or boundaries.

BKA/86/OPE/666-1200

Preface

In 1984, Unesco Regional Office invited countries to undertake studies on the twin problem of drop-outs and underachievement and to conduct national advanced-level workshops to disseminate and discuss the findings of such studies.

The aims of the Workshops were to:

1. design training strategies for reducing rates of drop-out and repetition;
2. develop plans and prepare instructional materials for in-service education of teachers, focusing on the reduction of repetition and drop-out rates;
3. develop commitment and competencies in teachers which contribute to positive parental attitudes and child learning; and
4. orient policy-makers and high-level administrators who would provide administrative and professional support to teachers.

Seven countries took up the offer of financial assistance and organized Workshops as they saw appropriate within the framework of the problems identified. Case studies of schools with high drop-out and repetition rates as well as of schools with low or zero drop-out and/or repetition rates were made in five countries to try to identify factors which are related to the problem. In two of the countries, inputs to the Workshops were drawn from already completed researches on drop-outs and repeaters.

This handbook synthesizes the Workshop reports from the seven countries and gives a general picture of the drop-out and underachievement problem in the region. The perceived and reported causes and factors of drop-out and repetition are discussed in the sociological, cultural and geographical contexts in which they exist.

The handbook focuses on teacher and school-related factors which can be controlled. It discusses the implications of those factors on the skills and competencies which need to be developed. Attention is also given to assessing the extent of the existing twin problem of drop-out and repetition.

The reports were supplemented by the papers read at the Regional Technical Working Group cum Training Workshop on In-service Training of Educational Personnel which was held in Chiangmai, Thailand from 29 October-16 November 1985. Papers dealing with national plans and practices for in-service training of teachers for effectively dealing with problems of drop-out and underachievement provided additional information.

The last part of the handbook lists and describes in-service training strategies which were gleaned from the Advanced-Level Workshop Reports and which were discussed in depth in the working group sessions during the Regional Workshop. The list provides a rich source of alternative strategies to meet the in-service training needs of countries in the Region.

CONTENTS

		Page
Chapter One :	An overview	1
Chapter Two :	Country experiences and problems on drop-out and repetition	5
	Nepal	7
	Pakistan	10
	Philippines	13
	Comparison of drop-out and repetition causes	25
Chapter Three :	Alternative in-service training strategies	27
Bibliography		33

Chapter One

AN OVERVIEW

The situation

Two problems commonly shared by the educational systems of the countries in the region are those concerning underachievement and drop-outs. These problems are the main deterrents to the achievement of universal primary education. Not every child who enters grade I is able to stay on and continue in school to complete at least the first five or six years of formal schooling. Other children, on the other hand, take up more years than should be the case to cover a sequence because they repeat a grade or two. Dropping out of a grade or staying longer than is normally called for represents a wastage of educational funds and resources.

The extent of the problem of drop-outs varies from country to country. Data on enrolment in Nepal indicate that 40 per cent of first graders drop-out of school; only about 30 per cent of the children who enrol in the first grade complete the five-year cycle of primary education.[1]

In the Philippines, a study has shown that of the pupils who enrolled in grade I in 1974, only 64.5 per cent survived into grade VI in 1979. This means that one out of every three pupils dropped out of school anywhere before reaching grade VI with the greater proportion leaving as early as the grade I.[2] Recent statistics however, show an improvement, a decrease in the drop-out rate from 3.8 per cent in 1979-1980 to 2.8 per cent[3] in 1981-1982.

A cohort study done in Thailand on survival rates from 1976-1982 showed that only 66 per cent of pupils who enrolled in grade I in 1976 enrolled in grade VI in 1982.

The advanced-level workshop report from the Institute of Educational Science, Viet Nam[5] indicated drop-out rates in schools studied to be within the four per cent to seven per cent range while repetition rates were between five per cent to 13 per cent in the first five grades of school.

---

1 Kedar N. Shrestha, *Training of Primary Education Personnel: A Report of the National Advanced-Level Workshop to Cope with the Problem of Drop-outs and Repeaters,* Ministry of Education and Culture (Mimeo), Nepal 1985; p. iii.

2 *Literacy Retention among Drop-outs from the Philippine Elementary Schools,* Ministry of Education, Culture and Sports, Manila, Philippines, 1982; p. 2.

3 Juanita Guerrero, *A Report on the Advanced-Level Workshop to Cope with Drop-out and Repetition,* MECS, Manila, 1985, p. 1.

4 Unesco, *Retraining of Primary Education Personnel: Advanced-Level Workshop to Cope with Drop-out and Repetition Problems,* Academy of Educational Planning and Management, Islamabad, June 1984, pp. 16, 20.

5 *Advanced-level Workshop Report,* NIES (Typewritten) p.

Coping with drop-out

The workshop report from Pakistan gave drop-out rates ranging from 38.7 per cent to 89.3 per cent in schools with high incidence of drop-outs[6].

The rates of drop-outs in the other countries in the region vary just as much. The problem is real and cannot be over-emphasized or ignored.

Drop-outs versus repeaters

A *drop-out* can be defined as a child who enrols in school but fails to complete the relevant level of the educational cycle. At the primary level this means that the drop-out fails to reach the final grade, usually grade V or VI.

A *repeater* is defined as a child who has to repeat the same grade due to examination failure, low attendance record, or for other reasons.

The two concepts are not mutually exclusive because a pupil who drops-out, say past the mid-year in grade level, will be considered some time later as a repeater when re-enrolling in the same grade.

Drop-out rates are reckoned in terms of the percentage of the cohort in each grade which moves up to the next grade. While this is valid for overall national statistics, it leads to erroneous figures when used with schools or school districts because of students who transfer to other schools or districts.

Grade repeaters are clearly defined in the Thai context. They are those who:

1. do not meet the minimum attendance rate;
2. do not pass the minimum number of learning objectives during the school year for grades I, III and V; or
3. do not pass the summative evaluation at the end of grades II, IV and VI.

In Viet Nam, if a pupil is absent for a total of 60 school days or more he will be required to repeat the grade. Other reasons for repetition are low achievement in four subjects or low average grades for all subjects taken during the year.

The workshop report from Nepal indicates a factor which aggravates the repetition problem thus: "Children are admitted without due consideration of (their) age and preparation. This is particularly found in grade I where almost 25 per cent of the children are under age. This practice increases the probability of dropping out and consequently raises the repetition rates. Repeaters eventually drop-out completely because they cannot cope with the system.

Causes of drop-out and grade repetition

The causes of dropping-out and repetition, as gleaned from the workshop reports from the seven countries, may be grouped into these four clusters of factors:

a) pupil/family-related;
b) teacher-related;

---

6 ONPEC, *Study of the National Policy and Plan for Universalization of Primary Education in Thailand*, 1983.

c) school/system-related; and
d) community/environment-related.

Pupil- and family-related factors include the ability, readiness or preparedness of the child, the parents' attitude toward schooling, the parents' ability to meet school expenses, the number of children in the family and the language spoken in the home. In Pakistan and India, girls tend to drop out more than boys, while in the Philippines the drop-out is more likely to be a boy than a girl.

Pupils drop out of a grade or repeat it because they are not ready for it. Some are too young or too old for grade I. Their parents may not see the merits of going to school, especially if they themselves are illiterate. The child may be needed to take care of the younger siblings at home or to help with household chores as is usually the case with girls. The language spoken at home may be entirely different from the language(s) used in school, thereby making it difficult for the child to adjust to the school environment.

Among the teacher-related causes cited in the reports are shortage of qualified teachers, the teachers' attitudes toward teaching, their low motivation to teach, their lack of concern for the pupils and their use of corporal punishment. All these are perceived to affect a child's staying on and succeeding in school or dropping out either permanently or returning later as a repeater.

Teachers' low or lack of ability to use teaching methods which make learning enjoyable and effective was also viewed as a major cause of pupil drop-out. The use of traditional memorization and rote learning does not make school interesting to the learners. Moreover, most of the activities are teacher-centered rather than learner-centered.

The school-related causes include:

1. the high student/teacher ratio which is a consequence of teacher shortage;
2. the large classes as well as multi-grade classes with wide ranges of pupil ages;
3. the lack of relevance of the curriculum;
4. inadequacy or lack of instructional aids;
5. conditions not conducive to learning, e.g. insufficient seats, tables or blackboards; and
6. location and distance of the school from the pupils' homes.

Community- and environment-related factors include the economic condition of the community where the school is located, its topography, how supportive it is of education and schooling, the migration patterns of its population, and the climatic conditions in the place where the school is located.

Some causes of drop-outs appear to be related to school management. These have to do with the supervision and evaluation of instruction. Inadequate supervision

of teachers was pointed out as a factor because teachers are not properly supervised; hence they tend to continue practices which abet dropping-out. The poor examination and evaluation systems in the school were also identified as contributory to the problem because they lump together pupils who fail to make the passing grade or force pupils to either drop-out or repeat a grade.

The need for in-service training

Of the clusters of factors enumerated in the previous section, those which can be controlled by the system are the teacher-related and school-related factors. In the Workshop Reports, the contention that repeatedly surfaced was that if teachers were better trained – to teach, to motivate pupils, to show concern for them, to use innovative materials and strategies which will make learning pleasant – there will be fewer drop-outs and underachievers. The burden of responsibility for making the pupils want to continue schooling is laid largely on the teacher. He or she should be one who knows what is to be taught, how to teach it, and how to teach it in a way that will make the pupils want to learn more.

The need is to imbue teachers already in the service with these skills. To develop the skills at the pre-service level will be too late. In some countries, like Nepal, where formal pre-service teacher training has decreased in the last few years and where even untrained teachers are now found in the service, the only way to develop the skill is through in-service training. In all the countries in the region, the corps of teachers to be trained is so vast that it is almost impossible to have every one retrained formally; hence, the only feasible alternative is through some in-service training schemes which would least dislocate the system.

The extent and causes of the problem of drop-out and underachievement varies from place to place. Hence the in-service training should be built within the context in which the problem exists – in specific rather than general terms – so that it will be relevant to the teachers being trained.

Every teacher should be given the opportunity to continually grow and develop. This can be done only through in-service training.

The specific areas and skills in which training is perceived to be needed by teachers are: understanding the learner, teaching methods and strategies, motivation for learning, adapting the curriculum to student and community needs, sustenance of learner interest, solicitation of pupil participation, assessing learner abilities and needs, establishing teacher-pupil rapport and classroom management.

Chapter Two

COUNTRY EXPERIENCES AND PROBLEMS ON DROP-OUT AND REPETITION

Five of the seven countries actually undertook studies of the extent of drop-out and repetition while the other two countries drew upon already completed studies. The findings of the studies became the frame of reference and empirical basis of the discussions during the Advanced Level Workshops.

Many of the problems identified were common across four or more countries. Others, like the problem specific to education of girls and the difficulty of attracting female teachers into teaching, are unique to some of the countries.

The findings from National Advanced Level Workshops in three countries are summarized in the following sections to give the user of this handbook an overview of the drop-out and retention problems. The causes identified in each are not unique to the country.

At the end of the chapter, the problems cited and the competencies perceived to be needed by teachers as gleaned from the country reports are presented in a checklist format for easy comparison.

INDIA

The magnitude of the problem of drop-out can be appreciated with the knowledge that the literacy rate is only 37 per cent. Of 100 pupils who enrol in class 1, about 45 tend to drop-out by class 5. The problem is further aggravated by the fact that the country's 500 thousand schools are distributed over vast regional, caste and sex disparities.

A number of studies carried out in India have identified the following as causes of high rates of drop-out: (1) extreme poverty; (2) sickness; (3) irrelevant school curricula; (4) unattractive schools; (5) teacher ineffectiveness; and (6) lack of parental support.

A large number of incentives and motivators are provided to attract the pupils to the schools and to retain them subsequently. Some of the incentives are the following:

a) Provision of mid-day meal;
b) Provision of free uniform;
c) Free books and stationary;
d) Scholarships for economically deprived pupils;
e) Payment of opportunity costs;
f) Attendance scholarships, especially for girls;

g) System of "earn while you learn";
h) Health and medicare benefits; and
i) Scheme of no detention in elementary grades.

Case studies and information collected from twelve schools and reported in the Advanced Level Workshop revealed that:

1. More girls dropped out of school than boys.
2. Rate of drop out was positively related with failure in annual examinations; the no-retention policy tended to postpone the problem.
3. The lesser the resources of the school and the feeder community, the higher the rate of drop-outs.
4. Drop-outs frequently came from families where (a) parents were illiterate, (b) future role (occupation) of the child had already been decided, (c) family was poor, (d) the family shifted frequently in search of occupation, (e) parents were old and disabled.
5. Children with poor language skills and study habits tended to leave early.
6. Teachers did not pay attention to pupils, were irregular and did not remain in touch with parents.

Headmasters and teachers attributed drop-out and repetition to low aspirations, low achievement and low intelligence of pupils. On the other hand, parents reported the following reasons for withdrawing the child from school: (1) Need for engaging the child in domestic work; (2) Require the child for earning a livelihood; (3) Inability to meet the expenses of books, uniform, etc.; (4) Ill health of a parent.

Children also mentioned these causes but added failure to learn and very drab programme as additional reasons.

Strategies adopted by schools where drop-out rate was lower than in the neighbouring schools were studied. The following characteristics of school and teachers were observed in these schools:

a) provision of facilities for curricular activities;
b) part-time education with the schedule fitting in with the needs of the homes;
c) appointment of teachers from the same socio-linguistic group to which the pupils belong; and
d) positive attitude of the teacher and his devotion to duty.

Headmasters and teachers belonging to these schools suggested the following strategies for reducing the rate of drop-out and repetition:

a) intensive planning of school time, tasks and classroom teaching and its effective implementation;
b) adoption of activity-based teaching methods;

c) closer parent-teacher contacts;

d) remedial teaching; and

e) pupil involvement and participation in co-curricular activities.

Suggestions for retraining of educational personnel

Having faced the problem of drop-out and repetition for so long and vexed with the harm done by it in achieving Universalization of Elementary Education, the quest now is for new strategies of retraining teachers and primary education personnel so that they develop competencies and commitments to cope with the problem in their own situations.

1. The first need is for teacher dedication and commitment. Commitment as an aspect of professional enculturation, requires devising of individual as well as group training techniques. Co-operative planning, sharing of work and critical appraisal of own performance may be inbuilt in the functioning of the primary schools. Creating consciousness in the teachers for accepting to work in the given socio-cultural environment, however impoverished, is important.
2. Activity-based methods should be devised and disseminated to the teachers not as piecemeal examples but as the methodology for transacting the curriculum in its totality. Teaching aids, especially the use of mass media, will help in activating the classroom environment. Workshops in preparing such materials need to be organized.
3. Pictures attract pupils. The teachers require orientation in teaching reading through pictures and other illustrative materials.

NEPAL

While it is estimated that about 75 per cent of the primary school age children are enrolled in primary schools, it is also estimated that about 40 per cent of children in grade I drop-out. Of the children who enrol in grade I, only 27 per cent complete the first years of primary education.

The major causes of drop-out and repetition identified in Nepal are grouped into four categories: (1) child-related; (2) school-related; (3) parent-related; and (4) community-related.

Child-related factors. One of these is the lack of preparedness on the part of children when they get admitted in the school, especially in grade I. Many parents prefer to enrol their under-age children, particularly if these are in the company of older brothers and sisters. This is to get rid of the responsibility of taking care of the young children during the parents' working hours. Thus a parent would deliberately exaggerate the age of the child to get him/her enrolled. In such cases, the children would not mind repeating a grade.

Another child-related factor is native language. In most of the ethnic groups, especially in the rural areas, the children speak a language at home and in the com-

munity other than Nepali. When they first enrol in school they are not prepared to respond meaningfully to the teacher because they do not understand the school language. Such a situation is very likely to result in the pupil's dropping out or in repeating the grade.

Poor health, malnutrition, physical handicaps, and low mental ability are also major factors.

School-related factors. The provision of free textbooks motivates large numbers of pupils to get enrolled. However, because of poor and ineffective teaching methods used, the children do not continue their studies effectively, resulting in their having to repeat a grade.

Sometimes the distance from home to school is a major cause of drop-out.

In classes where the pupil/teacher ratio is high, the drop-out and repetition rates are also found to be high. In the Nepalese school system, lower grades are relatively neglected.

Teachers are found to be indifferent about the absenteeism of students, which results in failure in examinations and eventually in dropping out.

Parent-related causes. Poor economic conditions and household chores are major causes of drop-out. Low income parents generally expect their children to help in earning a living and keep them busy in doing farm work or household chores rather than send them to school. Because the parents themselves are inadequately educated, they do not show concern for the daily learning activities of their children. When the latter fail, pressure is put on the school to get the children passed.

Community-related factors. Nepal is a small country with many and varied ethnic groups which observe their own local festivals for a week, sometimes for a month. Pupils generally prefer to enjoy the festivals rather than go to school and be punished if they cannot do their lessons. Long absences from classes eventually lead to dropping out or repeating a grade.

Children of socially underpriviledged groups are sometimes not treated as equally in school as their counterparts from culturally privileged groups, thus prompting the former to drop-out of school.

The community do not adequately realize their responsibility to help the school. They put the full responsibility for educating their children on the school.

Besides the above-mentioned categories of factors, there are also teacher-related factors. If teachers showed more concern for pupils, then drop-out and repetition rates would decrease. Many trained teachers do not use the teaching techniques which were taught them in their training programmes and in in-service seminars. Teachers have also shown very little enthusiasm for the development and use of instructional materials to improve the teaching-learning process. Few teachers take the time to counsel pupils and parents to convince the former to remain in school. All these factor appear to stem from a low level of teacher motivation.

Teaching methods in the primary schools have remained traditional. Chanting and rote memorization dominate. Teachers mostly use the lecture, or "telling", method which limits pupil involvement and participation.

There is a need to provide effective training for teachers and other educational personnel who are directly involved in the school operation. Unfortunately, Nepal has reduced its emphasis on teacher education in general during the last few years. Primary teacher training has diminished both in type and quality. Today, it gives virtually no pre-service education for teachers.

Suggested modalities of primary teacher training. With the reduction of emphasis on primary teacher training, the percentage of trained teachers is decreasing every year. To ease the problem of teacher supply for primary schools, the following modalities are suggested:

1. The existing *certificate level* education programme of the Institute of Education should be geared to the primary level also. The curriculum of this level should be enriched by adding components that would be related to teaching grades I to VII.
2. The *package programme* of primary teacher training should be opened to the pre-service teachers also.
3. The *on-the-spot* teacher training programme should be utilized again in the centres where one can assemble 20 to 30 in-service teachers. This programme should also use the curriculum of the package programme.
4. A model five-month training programme should be packaged for two vacations where teachers are paid only some allowances while in training.
5. The Radio Education Training Programme for the under-SLC teachers should be enriched by adding some content courses to enable the teachers to pass the SLC examination.
6. The District Education Offices should run various types of short-term (three days to two weeks) in-service training programmes for primary teachers.
7. The existing "B" level training for girls needs to be expanded to train more girls to teach in primary schools.
8. Distance Learning, with a limited broadcasting should be initiated by the Institute of Education.
9. Resource centres for clusters of 10-12 schools should be set up to provide continuous in-service training to teachers in the cluster schools.

The training curriculum. The following areas are found to be requiring special attention in the training curriculum for teachers:

1. *Grade teaching* should be emphasized. The close and prolonged contact between teachers and students will help keep the pupils in school.

2. Teachers should be provided adequate training on how to use *individualized instruction.*
3. The primary teachers training programme should include preparation for dealing with *multigrade teaching.*
4. Teachers should be equipped with skills for *motivating and counselling* pupils to study, and enlightening parents on the value of education.
5. Teachers should be given some training on *flexible instructional design* to cater to varied needs of children by being themselves exposed to flexible programmes.
6. All teacher training curricula should include a course on *community relations.*

Recommendations. The Advanced Level Workshop conducted in Nepal recommended that:

1. The training programmes should provide models on teaching methods which teacher trainees can use in their own classrooms. Motivational techniques should be part of the curriculum for training teachers, headmasters, supervisors, etc.
2. There should be in-built mechanisms for constant monitoring and follow-up of training programmes and their trainees.
3. Research on drop-out and repetition should be conducted in sample districts and the findings of such studies should be used as inputs to seminars, workshops and training programmes for teachers.

PAKISTAN

The participation rate in primary education is 50 to 60 per cent. The drop-out rate is estimated at 48 per cent, which is very much higher than the rates in other countries in the region.

This situation has led to the development and implementation of a number of programmes designed to achieve universalization of primary education by 1987 for boys and 1992 for girls. Among those programmes are:

1. The Third Education Project which started in 1976 and ended in 1983: one of its major objectives was to create additional facilities in the Teacher Training Institutes in all the provinces of the country.
2. The Fourth Education Project (also known as Primary Education Project) launched in 1979 and mainly concerned with raising enrolment and reducing drop-out by providing classrooms, supervision, training and equipment. In the case of girls' schools, the Project provided teachers residence and boundary walls to give them privacy.
3. The development programme for the mosque school system in 1983: the revitalization of the mosque as an institution aimed to increase enrolment at the primary level, particularly at grades I to III.

4. The mohalla schools project which started in 1979. The mohalla schools have traditionally existed in which purdah-observing ladies sit in their own homes and teach girls the Koran and such skills as cooking and embroidery.

In spite of these efforts, the drop-out and repetition rates have remained high. The literacy rate is reported to be 35 per cent for males and 16 per cent for females.

The above projects were launched particularly to improve the low enrolment rates of the 5-9 age group and to put a check to drop-out and repetition.

The National Advanced Level Workshop held on May 1985 identified the following factors which cause high drop-out rates:

1. Passive attitude of teachers: teachers are neither motivated to teach nor to learn because they are not happy with the profession of teaching. The poor salary of teachers and an almost non-existent salary promotion ladder are deterrents.
2. Insufficient training: during the training programme, the teacher does not acquire mastery in either content or methodology of teaching.
3. Low academic qualification of those who go into teaching; a vast majority of the teachers are not trained or qualified.
4. High student/teacher ratio: on the average the student/teacher ratio is 6:1. Not only the large class size but also multigrade teaching and diversity of subjects make it difficult for the teacher to cope with the situation.
5. Lack of teaching aids makes teaching merely a one-way communication. The teacher presents the concepts without illustrations, either because of a lack of teaching aids or a lack of competency.
6. Poor quality textbooks and unattractive curriculum; concepts included are not within the level of comprehension of primary school children.
7. Supervision: supervisors cannot provide professional guidance to the teachers during visits to schools. Moreover, there are many schools which are too far off to be visited. In the absence of transport facilities, it is humanly and physically impossible to visit all schools.
8. Defective examination system: examinations at the primary level are mostly verbal; they test only knowledge obtained through rote learning.
9. General poverty of parents: they prefer to use their children to generate some financial resources than to go to school.
10. The school calendar is not agreeable with the harvesting and cultivating seasons in agricultural regions.
11. Migration patterns: families have to move and migrate in search for a livelihood.

12. Lack of compatibility between the medium of instruction and the mother tongue of the children.
13. Extreme weather conditions.
14. Distance of school from homes.
15. Lack of community support.
16. Lack of physical facilities, particularly facilities for extra-curricular activities.

It was also pointed out that the policies to attract girls to school, and to teaching, have not been very successful. There remains a low percentage of female teachers in Pakistan.

In the case studies presented at the Advanced Level Workshop, the drop-out rates reported ranged from 22 to 89 per cent. Large disparities in rates were noted across the four provinces.

To curtail the drop-out rates, the following measures are reported to be taken:

a) Provision for better physical facilities, learning materials and classroom equipment;
b) Strengthening of supervision of teachers;
c) Continuous in-service training, some of it school-based; and
d) Hiring of additional teachers.

In-service training being conducted by the Bureau of Curriculum at federal and provincial levels vary from one to three weeks. Under the Primary Education Project, learning co-ordinators are trained at the provincial level and then, under the supervision of the provincial implementation unit, conduct in-service training courses at district level. Each learning co-ordinator is also assigned 15-20 schools for visiting and for providing further job training to the teachers. Recently, a programme has been completed, in which learning modules have been developed. Teachers will be trained in using these, first at district level and then at local levels.

Recommendations. In light of the factors and causes identified in the case studies, the following recommendations were made at the National Advanced Level Workshop:

1. Retraining should develop observable and measurable skills in the teacher;
2. The training should be associated with performance incentives which can motivate the teacher to acquire and use the skills relative to teaching;
3. The roles on job specifications for headmasters, supervisors and others who work with teachers in skills development should be clearly laid down and provided in printed form; and

4. Retraining should equally emphasize content and teaching methodology. Teachers should be provided teaching modules or units which can be used during the training, but more so after the training and in a classroom situation.

PHILIPPINES

The Bureau of Elementary Education (BEE) of the Ministry of Education Culture and Sports (MECS) conducted a 3-day Advanced Level Workshop in February 1985 in which some thirty studies and researches on drop-outs were presented as input to the discussions on the causes of drop-out and repetition.

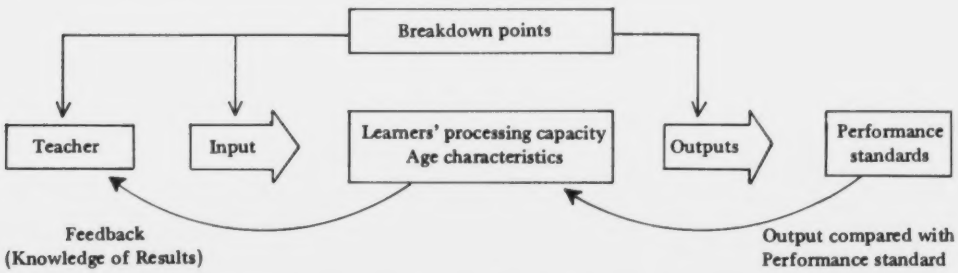
It was pointed out that the elementary schools' participation rate is high (91.7 per cent) but that the survival rate is low (67 per cent). Although the Philippines has the lowest drop-out rate (only about 3 per cent) among all Asian nations, the problem still is considered as meriting attention.

Factor of drop-out. The factors which were identified as contributing to the problem and the specific variables under each factor are as follows:

1.	**Teachers**	Efficacy, input (personal skills, professional skills, communication skills), feedback, monitoring
2.	**Learner**	Processing capacity interaction
3.	**Environment**	Social Climate, Home and community Personal relationships
4.	**Inputs**	Curriculum and instructional materials Special programmes and services Co-curricular activities Strategies and techniques Management: time, classroom and instructional Evaluation measures Policies and issues Incentives/recognition/rewards
5.	**Facilities**	Infrastructure Equipment, supplies, materials School Plant
6.	**Funds**	

Coping with drop-out

The factors were linked to the breakdown points which induce dropping-out of pupils in the cybernetic model for the Classroom Instructional System (CIS) shown in the figure below:



The most important cause or failure or breakdown point in the Classroom Instruction System is the teacher, who embodies the control mechanism. When the teacher has no knowledge of the results of the outputs of the system, such output cannot be compared with the given performance standard. Thus, he/she may fail to adjust the value of the inputs delivered.

The input itself is another source of failure. The content of the input may be ill-adapted to the processing capacity of the learner.

The third possible breakdown point is the learner himself. Even when inputs are properly adapted to his grade level, the individual may be hampered by his home environment, his physical and psychological traits. The learner is himself a minor control mechanism. Thus, through his ignorance of how efficiently he is able to convert input into output, he may fail to make the necessary adjustments in his processing capacity.

All these contribute to the breakdown in the classroom information system with the result that learning and adjustment gaps develop. It is therefore necessary that the teacher practice humanism to keep potential drop-outs in schools.

Profile of the drop-out. A review of related studies bearing on drop-outs revealed that a school drop-out is generally a male, is surrounded by multifarious problems which may either be personal or environmental. Born in a big family of 6-8 siblings, living in a depressed environment characterized by poor housing conditions, congestion, lawlessness, poor lighting, ventilation and sanitation; with parents who have low educational attainment and employed in semi-skilled or unskilled labor, the drop-out has to eke out a living and help alleviate the living conditions of his family.

Academically, he is behind his peers, has low interest in schooling, low mental ability and is rarely challenged; he has social and economic problems and therefore is a frequent absentee from class.

Emotionally, he suffers from maladjustments, unpleasant relationships, insecurity, inattentiveness, unco-operativeness, and general unsociable patterns of behavior.

These characteristics make the drop-out stand out in a group as one who really needs a special kind of attention and a special kind of teacher, who in turn, needs a special kind of training in order for the problem to be minimized if not entirely eliminated. These drop-outs are the target clientele of the training schemes/designs for which the national advanced level was conducted.

Causes/factors affecting drop-outs. The local studies reviewed identified the following causes of the drop-out problem:

1. *Personal factors.* Physical health stands out as a basic factor causing drop-out. Illness and some physical defects such as defective hearing, vision or speech, disability and other form of physical handicap have been identified as causes of drop-out. Often, the drop-out is a target of ridicule. These factors are further complicated by low mental ability, immaturity and general social difficulties. These and other innate personal handicaps contribute to making the child a drop-out, a leaver or a stay-out.
2. *Environmental factors.* Poor living conditions, distance of the home from school, difficulty of travel to school, change of residence, need to do home chores or help parents earn a living, family problems, lack of parental support and supervision, negative influences outside the home all work together in predisposing a child to drop out of school.
3. *Educational factors.* An exploratory study on the drop-out problem viewed the classroom as a system, and in the light of this, identified some breakdown points which contribute to a child's dropping-out of school. Quite glaringly, the transition from the home to the school causes adjustment gaps which children experience, particularly on their first days in school. Such a gap is accentuated when the teacher does not quite understand this difficulty for the child and therefore contributes to poor adjustment.

New skills, competencies, roles required of teachers of drop-outs and underachievers. On the basis of the analysis of the studies reviewed at the advanced level workshop and from observations and interviews of target clients, the following roles, skills and competencies were identified and proposed for development in the training programmes planned for the teachers in order to remedy the problem of drop-out and underachievement:

1. *Research skills:* A systematic study of the client characteristics, the resources available and the implementation, monitoring and feedback of the programmes require that the teacher be equipped with the needed competencies as a researcher. Skill in research demands that training be given for this new role of the teacher.
2. *Social skills:* The success of the programme depends on the ability of the teacher to establish linkage between the home, school and community. Such a new role as a social worker demands social skills involving a knowledge of the sociology of the place, the social climate, home and community, and personal relations.

3. *Public relations skills:* Programmes require articulation and co-ordination with other agencies both government and nongovernment as well. Skill in tapping such agencies and in making such co-ordination happen is a must in the training plans.
4. *Counselling skills:* Being involved with clients who have problems requires much of this skill. Unless the teacher is equipped for the purpose, success in the programme may be hampered.
5. *Instructional management skills:* As a manager of the programme, the teacher should be equipped with the skill of adapting the aims of primary education to the needs of all types of school clients.
6. *Curriculum development skills:* New skills are needed for the projected curriculum development efforts. However, these are left to the initiative of local managers. Hence, training in this skill or competency must be included in the training plans.
7. *Productivity skills:* Primary teachers are trained to teach in primary schools. Their pre-service training includes general education and professional education courses. Specialization in technical skills is not provided for. The graduates are therefore only equipped for the teaching of basic skills and not necessarily for children who need immediate employment. So, teachers should be trained in productivity skills in order that they can equip children with skills to help them earn while they learn.
8. *Communication skills:* As the key person in the planning, implementation and evaluation of programmes, the teacher must be fully prepared to communicate not only with clients but also with all the partners in education.
9. *Efficacy skills:* As a facilitator of the teaching/learning process, there is a great value in developing the efficacy skill of the teacher to the maximum.
10. *Solicitation and fund generation skills:* Since programmes of this nature require a lot of resources, it is a good idea to train teachers for this new role as a solicitor and generator of funds.
11. *Evaluation skills:* The teacher should be able to evaluate learning and achievement of his/her pupils.

Alternative schemes for reducing the problem of drop-out and repetition. The Bureau of Elementary Education has evolved varied schemes to solve the drop-out and repetition problem in the country. For each scheme, a training mechanism was evolved so that the teachers will be oriented on the mechanics of programme implementation.

Below are ten schemes being tried out to reduce drop-out:

1. *Aral sa Tag-araw (Primary Summer Classes).* This is addressed specifically to the low achievers who may become potential drop-outs during

the year. Summer classes are held for them for three to four hours a day for five to six weeks during the summer vacation.

2. *Flexi-school calendar (FSC).* The school calendar is made flexible enough to cater to the needs of the community and adjust to its economic rhythms. The regular curriculum and the required number of class hours are followed. However, the opening and ending of the school year as well as the vacation time depends on the needs and livelihood activities of the community.

3. *Abbreviated school programme.* In this scheme, the 10-month school calendar is shortened from 180 to, at most, 120 school days. It necessitates adjustment either in the curriculum only or in both the time and the curriculum.

4. *Pupil assistance programme.* This is a scheme designed for children of indigent families who possess the interest, desire and ability to continue in school. School assistance is provided either in cash or in kind to supplement school supplies and food needs of the pupils.

5. *Lakbay-Turo programme (mobile teaching).* In this programme, the home-room teacher or the teacher incharge visits the child and conducts lessons in the latter's home. The schedule for the home visits depends on arrange made jointly by the teacher and the child's parents.

6. *Evening primary school (EPS).* This scheme follows the regular primary curriculum, with three-hour classes starting at 5:30 p.m. Monday through Saturday.

7. *Special programme for enrichment and remediation.* The programme organizes interest groups for pupils of different abilities and needs. It is specially suitable for low ability pupils.

8. *Project Kapitbahayan (neighborhood class).* This involves the holding of remedial classes in the home of the teacher or in a place in the community which is accessible to the target clients.

9. *The buddy programme.* The main feature of this scheme is providing every identified potential drop-out a friend (buddy) from among his classmates with at least an above-average performance and a pleasing personality, who can help him achieve and enjoy school work.

10. *Child survival programme.* This scheme is designed to orient mothers on the importance of health to the academic performance of children. Classes for mothers are conducted during weekends. Sessions on proper health habits and practices are taken up.

Training schemes and strategies. Corresponding training is given to teachers and school administrators who implement any one of the alternative schemes for curbing drop-out and repetition. The titles of the schemes are self-explanatory. They are:

1. Self-instructional Summer Course for school administrators and teachers;

2. Seminar-Workshop for teachers of Flexi-Schools;
3. Theory-cum-practicum approach to the implementation of the Abbreviated School Programme;
4. Crash course for the training of teachers for the Pupil Assistance Programme;
5. Lecture-cum-practicum for itinerant teachers;
6. Demonstration teaching for evening primary school teachers;
7. Learn-while-you-observe approach to the implementation of the Special Programme;
8. Technology-based training of teachers;
9. Case study approach to the implementation of the Buddy Programme;
10. Workshop-forum for training of teachers for the Partnership Programme;
11. Small-Group Scheme for elementary grades teachers and school heads on the management of Project Satellite Learning Groups; and
12. Community-based training programme for elementary grades like teachers conducting Mothers' Classes in Health Education.

On the whole, the training schemes and plans have special features which differentiate them from other training plans implemented in the past of those currently implemented. The special features or characteristics are the following:

1. *Research oriented.* There is a deliberate attempt to identify systematically the special needs of clients, as well as the available resources, and to utilize these in the best possible way.
2. *Non-traditional.* The plans are a deviation from tradition. Because they target special clients, the plans are usually non-traditional and less formal.
3. *Flexible.* There is no fixed standard either in design or implementation. Great flexibility is observed and clientele characteristics and needs are observed cautiously.
4. *Individualized/personalized.* Because client needs are varied and diversified, individual or personalized attention is necessary.
5. *Client oriented.* A good number of training schemes are addressed to the special needs of the clientele which focus on the learner as well as his areas of interest. Examples of these interests include sports, crafts and the performing arts.
6. *Culture loaded.* Since the programme is addressed to children with social and economic problems, the plans take into account the cultural practices, traditions and mores of the people and the community in which the children operate.
7. *Involvement of partners in education.* There is great value in involving all those who will touch the lives of the clients. The school cannot

cope with the problems of drop-outs and underachievers without the help of other partners in education such as parents and community members.

8. *Use of multilevel materials.* The varied needs of the pupil drop-out require the preparation of multilevel materials.

9. *Stress on concern and sharing.* This seems to be the key to success in this type of training plan. A major portion of the training plan is the development and enhancement of the value of concern and sharing among the teachers, and to use same as spin off in dealing with children with problems.

10. *Focus on minimum or basic requirements.* The entire plan is addressed to the minimum or basic requirements of children. No attempt is made to exact a maximum. Rather, the clients are allowed to progress as much as they can to their level or capacity to progress. The multi-level interests are intended to provide for this need. It is felt that teachers should be developed and equipped with competencies designed to cope with the barest minimum requirements of drop-outs and underachievers, but potentially be ready to provide the maximum support when necessary.

11. *Provision for feedback and monitoring.* Part of the systematic format includes a feedback and monitoring system which will give cues for improvement.

SRI LANKA

According to a National Survey conducted by the Ministry of Education in Sri Lanka in 1981, nearly 15 per cent of the primary school population falls in the category of slow learners. Those slow learners receive the least attention at school. Although there is a special education programme in the Ministry of Education that concentrates on handicapped children, the identification of problems of normal slow learners has not been adequately dealt with. The in-service programme has given very little attention to this type of child in the school.

The on-going primary school in-service programme was launched in 1984 to implement the revised primary school curriculum which is being introduced to all schools between 1985 and 1987. The attention given to problems of slow learners is also minimal in this programme, the main thrust being the implementation of the new curriculum.

A needs assessment survey done in February 1985 of primary schools in "Mahaweli B-System" the largest integrated settlement project in Sri Lanka revealed that the majority of children are one to three grade levels below the expected standard. Deficiency in reading ability was the major reason for the failure of these children. The average number of pupil years taken for the production of a primary graduate is 9.7 for Sri Lanka.

Coping with drop-out

Problems identified

The problems identified at the Advanced Level Workshop have implications for either curriculum development or for teacher training. Those which have implications for curriculum development are:

1. The curriculum is above the achievement level of the drop-outs and repeaters.
2. Inability to handle the curriculum because many teachers are either untrained or were trained a long time ago.
3. Lack of provision for multigrade teaching. The needs of students in one-teacher schools and in schools where there is a dearth of teachers are not catered to.
4. The curriculum is not suited to regional variations in socio-economic and cultural factors.
5. The implementation of the curriculum is not properly supervised by relevant personnel.
6. Curriculum materials such as syllabi, teachers' guides, etc. are not available; hence teachers are in the dark regarding to changes and innovations.
7. There is no co-ordination between the Teachers Colleges and the Curriculum Development Centre, resulting in the newly trained teachers being not fully equipped to tackle the innovative approaches in the school curriculum.

The problems identified which have implications for teacher training are:

1. Many of the teachers had their institutional training 10-20 years ago; some were close to retirement. They are not motivated to use teaching aids or adapt innovative strategies.
2. The teachers do not have the ability to identify and provide for different attainment levels, talents and achievement in children.
3. Teachers are unable to adapt the curriculum to the environment of the child. Although the curriculum developed for the whole country is flexible enough to be adapted to different conditions, it is seldom modified because the teachers do not have the ability to institute modifications.
4. Teachers are not able to identify prospective drop-outs and repeaters. They lack the ability and the motivation to do remedial teaching. Few use creative teaching methods in the classroom. There is no sustained or continuous process of evaluation.
5. Teachers lack knowledge about community resources, needs and problems. The principals lack knowledge to direct teachers in the use of community resources.

6. Parents are not oriented to the importance of education since they fail to motivate their children to go to school. Teachers are not trained to change parent attitudes nor to maintain communication and rapport with parents.

On the basis of these problems identified, the following recommendations are suggested:

1. The curriculum should be designed to suit students of different attainment levels. Special emphasis should be made on the slow learners and students who are below average.
2. The curriculum should contain a detailed description of the implementations so that even an untrained teacher could handle it satisfactorily. This could be in the form of teacher's handbooks and children's workbooks.
3. Necessary steps should be taken to make curriculum material available to teachers without delay.
4. The curriculum should relate to the society and environment of the child so that it will be more meaningful and purposeful to the child. It should be related to vocations prevailing in the area.
5. A special curriculum should be designed to cater to schools where multigrade teaching is prevailing.
6. Suitable children's workbooks, supplementary readers and other learning materials should be developed to assist the slow learner.
7. More supervision by the head of the school, the regional office and the Curriculum Development Centre is necessary for successful implementation of the curriculum.
8. Co-ordination between Teacher Training institutions and the Curriculum Development Centre should be strengthened.
9. The teacher/pupil ratio should be reduced to about 1:20 in disadvantaged areas.

Suggested strategies for in-service training

Short-term in-service training programmes for both teachers and principals, carried out within the schools and/or week-end courses specific to the problems of drop-out and repetition are suggested.

Long-term in-service training through Distance Education for teachers and principals, and formal institutional courses for teachers who have not undergone preservice training are also suggested. No recommendations for other alternative strategies were made.

It was recommended, however, that in-service training should be made compulsory for all teachers. Apart from in-service advisors, an Office/Region or Zone should be appointed to supervise and advise teachers.

THAILAND

With some provinces as exceptions, there are still very high repeater rates in many of the 73 provinces of Thailand. The highest repeater rate is found in grade I and declines every grade thereafter, except in grade V which is found to have higher repeater rate than expected.

The high rate at the fifth grade is reported to be due to preparation for the examination at the end of the sixth grade. Teachers and administrators, afraid that their school would have a poor reputation if the rate of repetition at the end of the sixth grade would be very high, make certain that those who enter sixth grade have a high probability of passing the examination at the end of that year; hence, schools make the pupils repeat the fifth grade.

The case studies reported at the Advanced Level Workshop identified the following as causes of repetition:

a) Parents' low financial status;

b) Parents keep the children out of school so they could work and add to the family income;

c) Parents move around and take their children along;

d) Children do not like school; they are bored;

e) Children cannot accomplish the learning tasks;

f) Teachers have too high standards; they do not attend to children's needs;

g) Teachers do not use methods which allow children to learn by doing.

h) Rewards are minimally used;

i) The criteria of 80 per cent attendance and passing 60 per cent of the total objectives are too high and are not congruous with the schools' resources; and

j) Schools do not observe academic planning. They need to evaluate their policies.

Students' needs

From the pupils responses, the case studies elicited these needs:

a) Active involvement in activities like singing, playing, looking at real things, joining in games and sports, etc;

b) Teacher concern and understanding; the need for teacher acceptance and care;

c) Teacher's help with difficult lessons; remediation; skillful questioning; and

d) Budgetting of time; need to do house work or part time job.

Teacher constraints identified at the workshop

1. Teachers do not seriously study their manuals, and teaching guides.
2. Teachers must spend much of their time in the classroom, and not at too many meetings and training programmes.
3. Teachers have limited capability for learning.
4. Teachers have much knowledge about techniques, but they do not value using different methods of teaching.

It is considered that the teachers' necessary competencies are as follows: (i) commitment to the belief that all children can learn regardless of their backgrounds; (ii) capability for individual teaching, especially on how to set optimum levels of learning tasks and to challenge each individual child's capacity; (iii) capability in incorporating physical activities into teaching in order to enchance learning; and (iv) ability to provide appropriate rewards according to individual needs.

Given the constraints existing on teachers' time and their capacity for study, and given also the specifications of desirable teacher characteristics and student needs, it has been decided that the most suitable approach will be to use self-instructional materials.

Three booklets have been developed to cover the concepts and competencies outlined. At present, the booklets are being tried out. They will be amended as appropriate and then distributed to all teachers who are concerned with repetition problems.

VIET NAM

Beginning with the school year 1981-1982 a new curriculum and new textbooks were introduced in the first grade and in subsequent grades every year thereafter. The teachers faced difficulties due to the new contents and new methods of teaching. This resulted in increased rates to 8-9 per cent for drop-out and 10-11 per cent for repetition during the school years 1981-1982 and 1982-1983. However, because the teachers have become familiar with the new curriculum and new textbooks, the drop-out and repetition rates have decreased in school years 1983-1984 and 1984-1985.

The outstanding causes of drop-out are:

1. People's lack of awareness of the need for schooling.
2. Many families need their children to help in doing manual labor; hence the children have to leave school many times and eventually drop-out.
3. In large families the elder children have to stay home to take care of their younger brothers and sisters, or the parents cannot afford to send their children to school.
4. Geographical difficulties posed by mountainous and remote areas.
5. Poor health.

6. Low learning capacity.
7. Backward habits and customs in mountainous areas.
8. Other reasons such as teachers' bad treatment of pupils, language difficulties of children of ethnic minority groups, etc.

The above causes of drop-out are also causes of low achievement and repetition. However, in primary schools the main reason for low achievement are related to the educational service, as the following show:

1. The contents of new textbooks in two chief subjects – mathematics and Vietnamese – are overloaded with irrelevant materials unsuitable to teaching and learning. The materials on reading, writing and dictation and the words used are too high and too much. The distinction between the "compulsory" part and the "optional" part in mathematics has caused much trouble to the teachers.
2. There is a shortage of teachers who can satisfy all requirements. According to the norm, the ratio of teacher to class should be 1.15, but at present the figure is only 0.96 because of the increasing school population and the inadequate number of new teachers trained. The quality of primary education teachers is still very low and cannot satisfy the requirements because the teachers come from different sources and different training courses such as the short-term course, the accelerated course, etc.
3. Educational facilities and teaching aids for primary schools are still not available in mountainous and remote areas.

The need for in-service training

In-service training of primary school teachers is an urgent issue in Viet Nam. The formula 8 + 2 + 2 has been applied since 1983. In one school year teachers have 8 months for teaching, 2 months for studying and 2 months for vacation. Each week primary school teachers can spend Thursday attending regular seminars or regular training courses. Contact training has also been held yearly for durations of 1 week to 3 or 4 weeks, depending on the training content. The training programmes in recent years since 1981 have aimed at the improvement of the qualifications and the professional skills of teachers so that they can teach well according to the new curriculum and textbooks introduced in the primary schools and reduce drop-out and repetition rates.

Based on the experiences of good schools, the following measures have been suggested for the improvement of the quality of teaching to deal effectively with the problems of drop-out and underachievement:

1. Organize regularly each week a collective preparation of lessons among teachers teaching the same grades.
2. Each week the director and deputy director should observe classes and focus attention on the management and administration of primary classes and guide the teachers in the use of the new textbooks.

3. Each teacher should attend a class of his/her colleagues once a week so that the good experiences may be quickly disseminated and adopted while poor practices can be overcome in time.
4. Teachers should organize study visits to other schools to profit from other teachers' experiences.

Comparison of drop-out and repetition causes

The factors and causes of drop-out and repetition cited in the seven country reports are summarized in Table 1 to facilitate comparison across the seven countries.

Table 1. Factors/causes of drop-out gleaned from the seven country reports

Factor/Cause	Country						
	IND	*PAK*	*PHI*	*NEP*	*SRL*	*THA*	*VIE*
1. Pupil and home-related factors							
1.1 Pupil ability/readiness	√	√	√	√	√	√	
1.2 Pupil's age			√	√			
1.3 Language at home	√	√	√	√	√		√
1.4 Pupil's sex	√	√	√	√	√		
1.5 Family's financial status	√	√	√	√	√	√	√
1.6 Parents lack awareness of the value of education	√	√		√	√		√
1.7 Parent literacy	√	√		√	√		√
1.8 Attitudes of parents	√	√		√	√	√	√
1.9 Distance of home from school	√	√	√	√	√		√
2. Teacher-related factors							
2.1 Unqualified/untrained teachers	√	√		√	√		
2.2 Low teacher motivation	√	√		√	√	√	
2.3 Teacher's attitude toward pupils and teaching	√	√		√	√	√	
2.4 Male/female teacher ratio		√	√				
2.5 Inability to adapt the curriculum to pupils' needs	√	√		√	√	√	√
2.6 Lack of understanding of pupils' needs	√	√		√	√	√	
2.7 Inadequate knowledge of teaching principles	√	√		√	√		
2.8 Over-use of teacher-centered methods	√	√		√	√	√	
2.9 Poor relation with pupils	√	√		√	√		
2.10 Inability to relate with parents/community	√	√	√	√	√		√

Table 1 *(continued)*

Factor/Cause	Country						
	IND	*PAK*	*PHI*	*NEP*	*SRL*	*THA*	*VIE*
3. School-related factors							
3.1 Poor/inadequate resources	√	√	√	√	√		√
3.2 Location (distance) of school		√		√	√	√	√
3.3 Teacher/pupil ratio	√	√	√	√	√		
3.4 Multiple grades in one class	√	√	√	√	√		√
3.5 Relevance of the curriculum	√	√	√		√	√	√
3.6 School schedule and calendar unsuitable to economic activities of community	√	√	√	√	√		√
3.7 Ability/competence of school head to lead teachers	√	√		√	√		
3.8 Lack of learning aids (books, equipment, etc)	√	√	√	√	√		√
4. Community-related factors							
4.1 Lack of community support		√		√	√		
4.2 Community attitude toward education	√	√		√			
4.3 Seasonal activities	√	√	√	√	√		√
4.4 Topographic characteristics (mountainous areas, swollen rivers, snowy peaks, etc.)	√	√	√	√	√	√	√
4.5 Climatic conditions	√	√	√	√			√
4.6 Cultural minorities (hill tribes, slum areas, caste, etc.)	√	√	√	√	√	√	√
4.7 Multilingual settings		√	√	√		√	√
4.8 Migration/mobility	√	√		√	√		
4.9 Socio-economic level	√	√	√	√	√	√	√
5. Management-related factors							
5.1 Poor supervision of teachers	√	√		√	√		√
5.2 Examination and evaluation policies				√		√	

Legend: IND = India
PAK = Pakistan
PHI = Philippines
NEP = Nepal
SRL = Sri Lanka
THA = Thailand
VIE = Viet Nam

Chapter Three

ALTERNATIVE IN-SERVICE TRAINING STRATEGIES

Traditional approaches

In-service training for primary school teachers in the past decade focused on upgrading the competencies of teachers in a general sense in order to help them adjust to curricular reforms and educational programmes. In-service training was not addressed specifically to helping teachers curb the drop-out rate but touched mainly on what and how to teach. This is partly because education personnel were not fully aware of the extent and implications of the drop-out and repetition problems.

The methods used then were confined to:

1. Formal courses conducted by teacher training institutions.
2. Short-term courses carried out either in teacher training institutions or in convenient venues and conducted by staff from teachers' colleges or universities or from the Ministry of Education.
3. Seminars and workshops and school administrators, held either on a regular basis or as the need for them arises.
4. Echo training seminars which start with the training of key personnel who later train middle-level personnel who, in turn, train teachers.
5. On-the-spot training for untrained teachers.

The need for alternatives

The massive number of teachers who need to be retrained in each country, the immediacy of the problem posed and the variations in the extent of the drop-out and repetition problem call for alternative strategies of in-service retraining.

Not all teachers can be sent for long-term in-service training in teachers' colleges. Neither can too many be sent for retraining at the same time without upsetting the classes and schedules in their schools. Therefore, strategies should be devised so that most, if not all, teachers can be trained in-service in a short time without serious effects on their teaching schedules, but with prompt attention to the need to upgrade their teaching skills.

Because the teacher is a crucial factor in effecting and curbing drop-out and repetition, there is advantage in identifying in advance the problems related to teacher training, its magnitude and the need for it. Some suggested procedures considered useful before teaching strategies are selected are:

a) Conducting surveys to identify trained and untrained teachers, their qualities and characteristics, as well as their needs and requirements; and

b) Undertaking programmes to create teacher awareness of the problems of drop-out and repetition.

Skills and competencies to develop

The factors and causes earlier identified clearly imply the need to develop the following skills and competencies in primary school teachers in order to curb drop-out and repetition rates:

1. Ability to:
   - 1.1 identify pupils' needs;
   - 1.2 adapt the curriculum to pupils' needs;
   - 1.3 diagnose pupils' difficulties and provide remedial measures;
   - 1.4 prepare teaching aids; and
   - 1.5 evaluate pupil progress.
2. Skills in:
   - 2.1 motivating learners;
   - 2.2 using participative learning methods;
   - 2.3 relating to pupils, parents and the community;
   - 2.4 reinforcing pupil participation;
   - 2.5 guiding pupil learning;
   - 2.6 using group dynamics; and
   - 2.7 planning a lesson.
3. Teacher traits:
   - 3.1 a pleasing personality;
   - 3.2 concern for pupils' welfare;
   - 3.3 commitment to teaching; and
   - 3.4 belief that all pupils can learn.

Also implied is the need to give corresponding in-service training to school heads and principals in order to maximize the effects of the teachers' retraining.

Strategies for retraining

Some of the strategies that have been used in one or more of the countries in the region are:

1. *Self-instruction training,* involving the use of self-instructional materials (modules, cassettes, etc.) which permit trainees to proceed at their own pace and at their own convenience.
2. *Multi-tiered or echo training,* beginning with the training of key officials, who in turn train middle level officials who then train the teachers.
3. *Distance learning,* allowing retraining through the use of radio, TV or transmitted modules as the case may be.
4. *Mobile in-service training,* involving the use of vehicles equipped with physical and human resources to move from place to place and provide on-the-spot training.

5. *Media assisted learning,* using print, radio, TV or other materials.
6. *Seminar readings,* providing opportunities for consideration of empirically based or other issues of concern to teachers and administrators. Relevant and meaningful research papers are selected and presented in a forum for wider dissemination.
7. *Inter-visitation,* involving the exchange of visits between and among classes and schools. Training takes place through exchanges of ideas, knowledge and practices.
8. *Immersion approach,* employing problem-solving and where the teacher is placed in real teaching situations and is required to identify problems and attempt to solve then on her own or in consultation with peers, administrators or facilitators. The problems are then used to give the impetus for theoretical discussions which immediately follow.
9. *Seminars, conferences, workshops,* well known procedures which include the identification of problems to be tackled with the help of resource persons in sessions planned for the purpose.
10. *Case analysis,* training based on case studies which are collected and analysed. The insights derived from them provide cues for better teaching.
11. *School-based teacher training,* involving programmes for teachers, by the teachers and with teachers. The programme is carried out in the schools where the teachers operate. Problems unique to them are identified and solved, sometimes with the help of resource persons.
12. *Social laboratory,* using the bigger community as the laboratory for the school. Problems are identified jointly by the school and the community. Administrators, peers and community members may assist in providing inputs and in helping with the training.
13. *Spontaneous strategies (brainstorming, simulation, role playing),* involving the presentation of problems and the derivation of solutions through games-like activities.
14. *Forums,* group discussion sessions, utilizing the expertise of teachers who have learned from their own personal experiences.
15. *Systems approach,* taking the entire training process as a sub-system within the larger instructional system. The package involves the identification of problems by the teachers themselves. Then on the basis of set criteria, alternatives are explored and analysed for implementation.
16. *Peer teaching,* in which teachers learn from each other to identify problems and exchange ideas and experiences.
17. *Para-teacher training,* an untrained person is recruited to teach in areas where no qualified teachers are available, then is assisted in day-to-day activities by a qualified teacher and attends training courses in his spare time.

18. *School cluster resource centres,* equipped with instructional materials and equipment, serve as locations to which teachers come for workshops, seminars, and other programmes.
19. *Shortened curricula,* using it to facilitate in-service teacher training programmes in disadvantaged areas. They usually cover only basic knowledge and skills.

Such strategies are expected to result in new competencies in teaching and the use of individualized instruction, namely:

a) Skill in using groups for instructional improvement;
b) Ability to manage instructional evaluation effectively;
c) Ability to relate to others in the field, i.e. parents, community members and administrators;
d) Ability to mobilize community resources;
e) Ability to adapt curricula according to circumstances; and
f) Ability to adjust the school calendar in line with periodic community needs e.g. health, social events, work time-tables.

This catalogue of skills could serve as the content of a retraining curriculum depending on individual circumstances, cultural milieu and national needs.

Sample retraining programmes

Below are two excerpts from a report from India on training strategies for developing commitment in primary education personnel for coping with drop-out and repetition problems. They are brief descriptions of suggested retraining strategies.

Retraining Programme A

Title: Methods of Evaluation and Recording of Pupil Progress

Objectives

- to enable teachers to evaluate pupil learning comprehensively on a continuous basis
- to provide teachers with the skill of record-keeping of pupils progress in terms of competencies
- to provide teachers with the skills of preparing and using evaluation tools for improving the instructional programmes
- to provide teachers a thorough mastery of the curriculum and instructional materials
- to make the teachers proficient in the 3 Rs and their transaction to students, with special emphasis on reading

- to provide supervisors with the knowledge and skills of supervision of a continuous evaluation system and its implications for reducing the rate of repetition
- to make the non-detention scheme more effective.

Suggested approach

- inclusion of the programme as a *special paper* in the pre-service training of elementary school teachers.
- handbooks on continuous and comprehensive evaluation for reducing repetition and quality improvement of education for teachers and supervisors.
- training in the use of *handbooks* in the in-service education programmes.
- organization of workshops to train teachers in diagnosing of students' achievement and developing remedial programme and other evaluation tools.
- organization of *workshops* to help teachers in doing the content analysis and master the content prescribed in the curriculum and instructional material.
- organization of workshops to make the teachers skilled in the transaction to students of the 3 Rs with special emphasis on reading.

Retraining Programme B

Title: Management of Classroom Instruction

Objectives

- to enable teachers to make classroom instruction attractive to pupils
- to sensitize teachers on the need for regular co-curricular activities and sports
- to provide teachers insight into classroom management system and its use for reducing drop-out and repetition
- to provide teachers with the skills to use peer group learning and self-learning in regular classroom instruction practice
- to provide teachers the skills in multiple class teaching
- to provide teachers the knowledge and skills of using local environmental resources in classroom instruction and making the learning relevant to life
- to provide teachers skills in preparing school plans and calendar of activities.

Suggested approach

- delineation of the curriculum content into units
- *brochures* on classroom management at the primary stage for multiple class teaching
- preparation of *school plan* and calendar of activities for use of environment in classroom instruction
- training, in the use of materials and teaching aids
- adoption of a system of accountability and self-evaluation for improving classroom instruction and reducing repetition and drop-out rate
- integrating games, sports and co-curricular activities in the school programme and to plan these in the calendar of school activities.

Criteria for selection of alternative strategies

1. The strategy should involve maximal participation. It should be activity-oriented.
2. It should apply principles and conditions of adult learning.
3. It should be learner- rather than teacher-oriented.
4. It should effect an open sharing of ideas.
5. It should apply teaching methods which the trainees can use in turn in teaching their students.
6. It should capitalize on local resources available and work within the constraints of the school and community.
7. It should be related to problems, hence should develop problem-solving and decision-making skills.

The alternative training strategies listed earlier satisfy these criteria. They are not drastic departures from those currently used; they only show some modification of traditional approaches and reflect some degree of flexibility. They all stress participation and active involvement, teacher resourcefulness and initiative, and attempt to help the teacher-trainee to develop a commitment to teaching.

The need for research on the strategies

The strategies, or combinations of them, are worth trying out. Trainee reactions and responses to the strategies should be monitored and their effects evaluated. There is such a dearth of researches on training strategies that no one strategy can be firmly said to be best.

Whenever feasible, the try-out of strategies should use evaluative research designs to determine their effects and effectiveness. The outcomes of such researches should be disseminated so that educational personnel – teachers and school administrators particularly – can benefit optimally from the results.

BIBLIOGRAPHY

1. Indonesia. Ministry of Education and Culture. *The system and strategies of in-service training of educational personnel in respect of the raising of achievement level of children in primary education and drop-out and repetition problems; a case study of Indonesia.* Jakarta, 1985.

2. India. National Council of Educational Research and Training. *Training strategies for developing commitment and competencies in primary education personnel for coping with drop-out and repetition problems.* New Delhi, 1986.

3. Pakistan. Academy of Educational Planning and Management. *Re-training of primary education personnel; advanced level workshop to cope with drop-out and repetition problems.* Islamabad, 1985.

4. Nepal. Ministry of Education. Curriculum Textbook and Supervision Development Centre. *Training of primary education personnel; a report of the national advanced level workshop to cope with the problem of drop-out and repeaters in the primary schools of Nepal.* Kathmandu, 1985.

5. Guerrero, Juanita S. *Review of national plans and practices for in-service training of teachers for effectively dealing with the problems of drop-out, repetition and underachievement.* Bureau of Elementary Education, 1985.

6. Manila, Philippines. Bureau of Elementary Education. *Handbooks on alternative schemes and training plans/designs for coping with drop-out and retention problems.* Manila, 1985.

7. Sri Lanka. Curriculum Development Centre. *Retraining of primary education personnel; Advanced level workshop to cope with drop-out and repetition problems in Sri Lanka; report.* Colombo, 1985.

8. Viet Nam, S.R. National Institute of Educational Science. *National advanced level workshop on retraining of primary education personnel to cope with drop-out and repetition problems.* Hanoi, 1985.

9. Thailand. Ministry of Education. Office of the National Primary Education Commission. *Reducing repetition rate in primary schools in Thailand.* Bangkok, 1985.

10. Unesco. Regional Office for Education in Asia and the Pacific. *Teacher development for better pupil achievement; report.* Bangkok, 1986.

11. Unesco. Regional Office for Education in Asia and the Pacific. *The drop-out problem in primary education; some case studies.* Bangkok, 1984.

12. India. National Council of Educational Research and Training. *Report of the advanced level workshop on universalization of elementary education with focus on problems of drop-out.* New Delhi, 1984.

13. Pakistan. Academy of Educational Planning and Management. *Report of the advanced level workshop on universalization of education at primary level with focus on problems of drop-out.* Islamabad, 1984.

14. Viet Nam, S.R. National Institute of Educational Science. *National advanced level workshop on universalization of primary education focused on drop-out and repetition problems in Socialist Republic of Viet Nam.* Hanoi, 1984.

SELECTED APEID PUBLICATIONS
RELATING TO UNIVERSALIZATION OF PRIMARY EDUCATION

- *Universalizing education: linking formal and non-formal programmes; report. 1979.*
- *Universalizing education: strategies for development and use of instructional materials; report. 1979.*
- *Universalizing education: selected innovative experiences: new techniques for preparing educational personnel. 1980.*
- *New personnel profiles in relation to changes in society and educational systems. 1980.*
- *In-service teacher education: developing innovatory strategies and instructional materials; report. 1980.*
- *Designing instructional materials for general education and teacher training: a portfolio of experiences in Asia and Oceania. 1980.*
- *Preparing educational personnel: training methodologies based on locally available learning resources; report. 1980.*
- *Linking science education in real-life; curriculum design, development and implementation; report. 1980.*
- *Towards better health and nutrition; report. 1981.*

Report of the study group meeting on evaluation and development of innovative methods of teaching with reference to problems of multiple classes and disadvantaged groups. 1981.

Integrating subject areas in primary education curriculum—a joint innovative project; report. 1982.

Multiple class teaching and education of disadvantaged groups; national studies: India, Sri Lanka, Philippines, Republic of Korea. 1982.

Learning needs and problems in primary education; report. 1983 (2 vols).

Training of educational personnel for integrated curriculum; report. 1984.

Towards universalization of primary education in Asia and the Pacific: country studies (of 12 countries) and a regional overview. 1984.

Mutual co-operation for schools development; some experiences from Asia and the Pacific; report. 1985.

Grass roots networking for primary education; case studies: Thailand, Sri Lanka, Philippines, Japan. 1985

Towards equality of educational opportunity: inter-country exchange of experiences; report of the visits of the Panel on the Education of Girls. 1985

Formal and non-formal education: co-ordination and complementarity; report. 1986

Education of girls in Asia and the Pacific; report. 1986

Raising the achievement level of children in primary education; report. 1986

---

* Out of stock.

The Asia and Pacific Programme of Educational Innovation for Development (APEID) has as its primary goal to contribute to the building of national capabilities for undertaking educational innovations linked to the problems of national development, thereby improving the quality of life of the people in the Member States.

All projects and activities within the framework of APEID are designed, developed and implemented co-operatively by the participating Member States through over one hundred national centres which they have associated for this purpose with APEID.

The 25 Member States participating in APEID are Afghanistan, Australia, Bangladesh, China, Fiji, India, Indonesia, Iran, Japan, Lao People's Democratic Republic, Malaysia, Maldives, Nepal, New Zealand, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Socialist Republic of Viet Nam, Sri Lanka, Thailand, Tonga, Turkey, Union of Soviet Socialist Republics.

Each country has set up a National Development Group (NDG) to identify and support educational innovations for development within the country and facilitate exchange between countries.

The Asian Centre of Educational Innovation for Development (ACEID), an integral part of the UNESCO Regional Office for Education in Asia and the Pacific in Bangkok, co-ordinates the activities under APEID and assists the Associated Centres (AC) in carrying them out.

The programme areas under which the APEID activities are organized during the third cycle (1982-1986) are:

1. Universalization of education: access to education at first level by both formal and non-formal means;
2. Education for promotion of scientific and technological; competence and creativity;
3. Education and work;
4. Education and rural development;
5. Educational technology with stress on mass media and low-cost instructional materials;
6. Professional support services and training of educational personnel;
7. Co-operative studies and innovative projects of research and research-based experimentation related to educational development.